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ABSTRACT

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 4: create opportunities for parents to help their children understand career education. The following six activities are included: (1) educational planning; (2) occupational brief; (3) back-to-school day; (4) parent orientation; (5) parent survey; and (6) parental expectations. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

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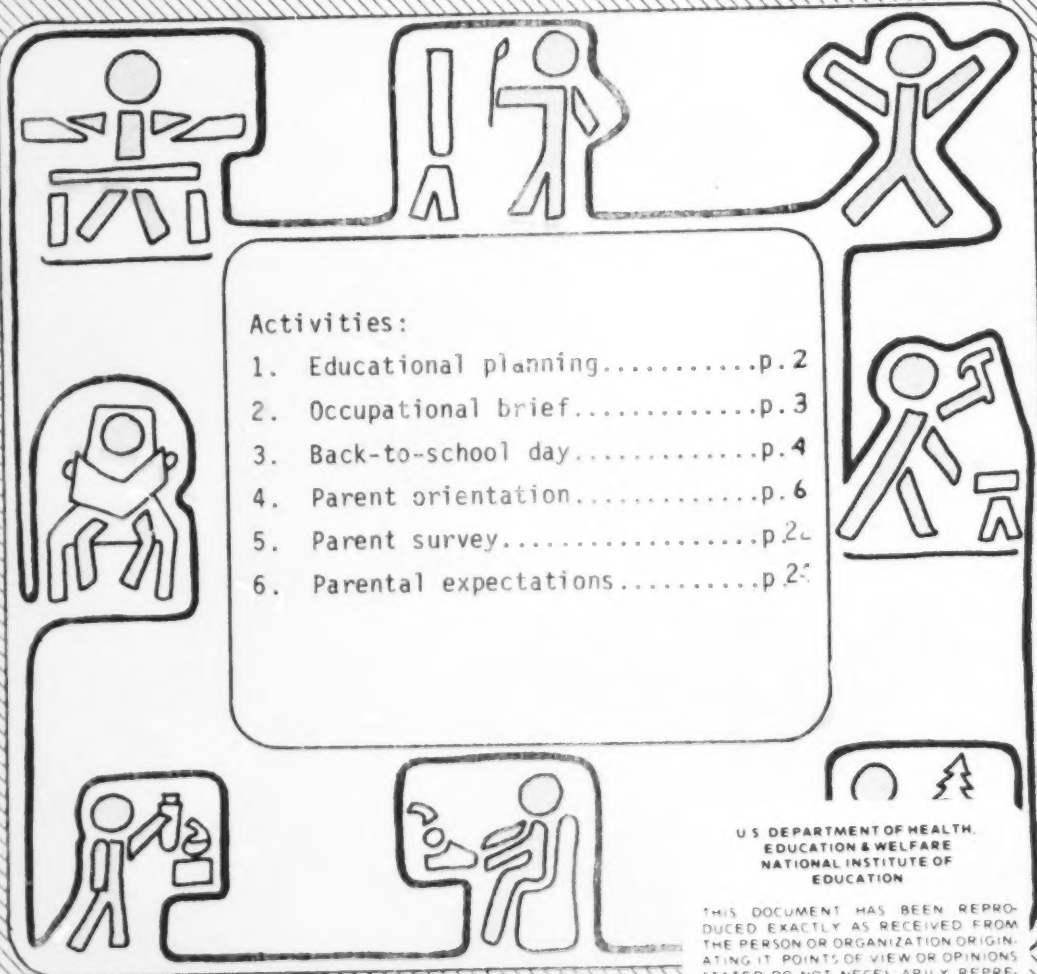
ED169235
CE 019 669

LANGUAGE ARTS & SCIENCE
sample career education activities
grades 7-12

PARENT INVOLVEMENT

PARENT INVOLVEMENT

Competency #4: Create opportunities for parents to help their children understand career education.



Activities:

1. Educational planning.....p.2
2. Occupational brief.....p.3
3. Back-to-school day.....p.4
4. Parent orientation.....p.6
5. Parent survey.....p.2
6. Parental expectations.....p.2

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SEVEN CAREER EDUCATION COMPETENCIES FOR LANGUAGE ARTS AND SCIENCE TEACHERS, GRADES 7 - 12

THE TEACHER WILL BE ABLE TO:

1. Provide activities which enable students to clarify attitudes toward life roles and careers.
2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.
3. Help students identify and use community resources which are related to their career development.
4. Create opportunities for parents to help their children understand career education.
5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.
6. Instruct students in reading, writing, speaking and listening skills as they related to life roles and careers.
7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interests.

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SPECIAL CREDIT:

Many of the sample activities used to complete the following packets were adapted/adopted from the Career Awareness/Exploration Curriculum Kits, Grades 4-8, 9-10 and 11-12, produced under contract with the Marion County ESD, Salem, Oregon in 1976-78. Credit has been given to the author of the activities used. The Career Awareness/Exploration Kits are available from:

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TEACHING ACADEMIC SUBJECTS & CAREER EDUCATION

In Oregon, career education is built around the concept that each individual must learn to function effectively in six life roles: Citizen, consumer, family member, individual, learner, and producer. A major characteristic of Oregon's concept is that it is not a separate instructional program but is an intergral part of each curriculum area. Within the instructional and support programs, career education provides learners with experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work.

A comprehensive career education approach affects all grade levels, in all units and courses of study. Students can learn of possibilities of employment, but they also learn how a subject relates to other life roles that would provide them with a stimulating, emotionally rewarding lifestyle.

A major goal of any program ought to be to provide students with the reading, writing, listening, and other related communications skills which will enable them to function as effective human beings. To be an effective producer, each person must acquire and maintain a certain body of these skills. Students ought to have opportunities to understand the relationship between learning to read, write, speak and listen, and living, both in and out of school.

Through an understanding of career education concepts, all teachers can begin to identify and develop strategies for including career education within the scope of their programs. The following material is an attempt to offer suggestions and ideas to infuse these disciplines with career education activities.

TEACHER COMPETENCY IV: CREATE OPPORTUNITIES FOR PARENTS TO HELP THEIR CHILDREN UNDERSTAND CAREER EDUCATION.

Often parents and other patrons are asked to support their children's education without understanding exactly what they are supporting. The activities in this packet provide experiences which will bring the parents into the schools or otherwise orient them to existing programs and curricula dealing with career education. With this exposure and participation, parents will be better prepared to assist in directing their children's career development.

Title:

Educational Planning

Activity

1

Competency:

#4 Parent Involvement

Related Competencies:

All

Level:

JHS, HS

Instructional Goal:

Encourage parents to participate in planning for their children.

Number of People:

Total class

Time:

One period

Materials/Resources:

Paper, envelopes

Procedures:

1. Have students write a letter to their parents to (1) inform parents what courses the students are presently taking and (2) explain why he/she is taking those particular courses.
   Discuss the purpose of the activity briefly and clarify any questions students may have. Make it clear that the letter will actually be mailed to their parents and encourage serious thought in what they include.

2. Specify time when parents' reactions will be discussed.

3. Allow time for students to complete their letters and collect them at the end of the period to insure that parents actually receive the letters.

4. On specified date, after parents have received the letters, discuss: what happened? What were the parents' reactions? Did students actually plan or have purpose for courses they registered for?

Title:

Occupational Brief

Activity

2

Competency:

#4 Parent Involvement

Related Competencies:

#8

Level:

JHS, HS

Instructional Goal:

Have parents help students collect accurate information about parents' occupations.

Number of People:

Total class

Time:

Open

Materials/Resources:

Occupational Briefs

Procedures:

1. Obtain, or have students obtain, occupational briefs from the school counselor or school career resource center. Select briefs describing jobs that parents of your students are presently working in.

2. Give students an occupation brief describing their parents' present job. Brainstorm with the class and develop a form to be used by the parent(s) in critiquing the brief against their first-hand experience. This could include any pertinent information students are interested in finding out about jobs in general.

3. Using their prepared form, students have their parent critique the brief(s) for accuracy and completeness. Specify a period at a later date when students will report on their parents' critique in a written essay or two-minute informative speech.

4. Assist students on the day of reports, as needed, to make meaningful conclusions about the results obtained. Consider the importance of using several sources, the need for interviewing workers, comparing national, state and local information, etc.

Title:

Back to School Day

Activity

3

Competency:

#4 Parental Involvement

Related Competencies:

#3 Community Resources

Level:

7-12

Instructional Goal:

Given their youngster's career education schedule, parents will substitute for student's during one-day visitation to career education classes.

Number of People:

Parent of career ed pupils

Time:

One day

Materials/Resources:

1. Print-out of student's career ed classes including time, location and teacher
2. Evaluation Sheet

Procedures:

1. Schedules will be prepared showing career education classes of students.
2. Parents will be invited to substitute for their youngsters in the career education classes for one day.
3. At the end of the visitations, parents will be asked to evaluate the classes visited utilizing the attached evaluation sheet.

Developed by: Dennis Crow and Ruth Kostur

Evaluation

1. Check the career Education classes you attended.

English, Math, Science, Music, P.E., Soc-Sci, Career Awareness, Business, Agriculture, Home Economics, Industrial Arts, Other _____.

2. Did you feel the instruction was practical for your youngster.

Yes No Comment_____

_____

3. Did your visit help you obtain a better understanding of career education?

Yes No Comment_____

_____

4. What did you like best about those classes you visited?

_____

_____

_____

5. What did you like least about those classes you visited?

_____

_____

_____

6. Do you have any suggestions for improvements of next year's Career Visitation Day?

Yes No Comment_____

_____

Title:

Parent Orientation

Activity

4

Competency:

#4 Parent Involvement

Related Competencies:

#3 Community Resources

Level:

Parents of 7-12 Students

Instructional Goal:

Given an opportunity to participate in a special orientation, parents will become better informed about career education.

Number of People:

All parents

Time:

One day

Materials/Resources: File folders inc. student schedules, competencies, transcripts, requirements for graduation, career planning sheet, advisor-advisee contact sheet, O/H Proj.

Procedures:

1. Parents will be invited to attend an evening orientation on career education planning.
2. Faculty members are introduced.
3. Sample advisee folders are distributed.
4. Overhead transparencies of contents of folders are presented and narrated by a member of the counselling staff.
5. Parents will fill out career planning sheet. Handout No. _____
6. Question and answer session should follow.

Developed by Dennis Crow and Ruth Kostur

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Contact Sheet

Date	Comment

RECOMMENDED REQUIREMENTS GRADES 9-12 EFFECTIVE WITH EACH CLASS
AT 1977-78 SCHOOL YEAR

	9th	10th	11th	12th
1.	English	English	English	English
2.	Math	Biology	Math	Personal Finance
3.	PE/Health	PE/Health	US/NW History	Citizenship Education
4.	Science	Typing	_____	_____
5.	Cruise	_____	_____	_____
6.	*Geography	_____	_____	_____
7.	*Fine Arts Elective	_____	_____	_____

*Band
Chorus
Spanish I
French I
Art I

If you desire 2 Fine Arts electives, you may take them. If you elect to do so, you must drop Geography but you must take Geography during the 10th grade.

SEVEN CAREER EDUCATION COMPETENCIES
FOR LANGUAGE ARTS AND SCIENCE
TEACHERS, GRADES 7-12

1. Provide activities which enable students to clarify attitudes toward life roles and careers.

2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.

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7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interests.

Developed by: O.D.E. staff with assistance from
local education agency personnel

Lunch Period
12:15 - 12:47

Activity Period
10:13 - 10:29

PERIODS

TEACHER	8:30 - 9:20 1	9:23 - 10:13 2	10:32 11:22 3	11:25 - 12:15 4	12:50 - 1:40 5	1:43 - 2:33 6	2:36 - 3:26 7
Balocco	(17) Eng. 12	(17) Eng. 10	(17) Eng. 10	(17) Prep.	(17) Eng. 12	(17) Col. Prep. Eng. 12	(17) Eng. 10
Curyea	Library	Library	Library	Library	Library	Library	Library
Estes	(18) Type. I	Gen. (20) Math.	(18) Type I	Prep.	Per. (5) Finance	Prep.	(16) Bookkp. I & II
Fouste	8th Gr. O.V.	O.V.	O.V.	O.V.	Prep.	O.V.	(5) Drafting
Fry	Prep.	Prod. (7) Ag.	Adv. (7) Ag.	Welding (8) Sm. Eng.	(7) Cruise	Sm. Eng. (8) Welding	Prep.
Hagglund	Guidance	Guidance	Guidance	Guidance	Guidance	Guidance	Guidance
Hendricks	Prep.	Journal-ism (16)	Gen. Math (5)	Math. (17) Applicat.	P.E. II	P.E. I	Adv. P.E.
Holsonback	11th S.S. (2)	Citizen. Ed. (2)	Citizen. Ed. (2)	Citizen. Ed. (2)	11th S.S. (2)	11th S.S. (2)	Prep.
Kostur	(6) CX Eng.	(6) Eng. 11	(6) Eng. 11	(6) CX Eng.	(6) Eng. 11	Prep.	(6) CX Eng.
Lahley	Office	Office	Office	Office	Office	Office	Office
Loudenback	Prep.	Photo/16) Annual	Art I	Graphics	Art III	Art II	Art I
May	-----	Building Construction -----			(Wood Shop) Cruise	Prep.	Prep.
Ostergaard		Band					
Peasley	Short-(16) hand II	(18) Type. II	Market-ing (16)	Office Pro. (16)	(16) Cruise	(18) Type. I	Prep.
Read	9th S.S. (5)	(5) Spanish I	Drill Team (Gym)	(5) French I	Prep.	Adv. (5) F. Lang.	9th (2) S.S.
Rupers	Trig/ (20) Anal. Geom.	Prep.	(20) Alg. I	(20) Alg. I	(20) Physics	(20) Alg. II	(20) Geom.
Siegers	Chorus			Swing Choir			
VonRuden			Prep.	9th (7) Geography	P.E. II	P.E. I	Adv. P.E.
Wickett	10th (21) Biology	9th (21) Earth Sc.	9th (21) Earth Sc.	10th (21) Biology	Prep.	10th (21) Biology	(21) 9th Phys. Science
Wyffels/ Fanning	(12) Fam. Liv. Housing	Prep.	(12) Foods Lab.	(12) Foods Lab.	(12) Cruise	(12) Clothes Lab.	(12) Clothes Lab.

May, 1977

Communications

Competency	Performance Indicator
1. The student will be able to read an informative article in a newspaper.	1.1 Given an article from the front page of a newspaper, the student will answer these questions: who, what, when, where, why or how.
2. The student will demonstrate effective listening skills.	2.1 Given oral directions containing at least one two-part decision making procedure, the student will complete the procedure assigned.
	2.2 Given a two minute oral presentation (lecture, record, tape) containing two main ideas, the student will list those two ideas.
3. The student will be able to identify fact based material.	3.1 Given 2 examples containing editorial and factual news, the student will select the example that is the more factual.
	3.2 Given 2 pairs of advertisements, the student will select the one in each pair that is the more factual.
4. The student will demonstrate the ability to speak effectively for the purpose of informing.	4.1 In presenting a two-minute well-organized speech, the student will select a topic appropriate to his audience and demonstrate proper delivery techniques: eye contact, voice projection, enunciation, gesturing, and stance.
5. The student will demonstrate correct composition skills.	5.1 Given a group of sentences, the student will rewrite in paragraph form demonstrating the following writing skills: organization, sentence structure, usage, spelling, capitalization, and punctuation.
6. The student will utilize various common resources to locate information.	6.1 Given a dictionary and a list of three words, the student will locate and copy a definition for each word.
	6.2 Given the yellow pages from a telephone book and a list of topics, the student will locate the page of the section dealing with each topic.
	6.3 Given samples of magazines and newspapers the student will locate the index.

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Computing

Competency	Performance Indicator
7. The student will add, subtract, multiply, and divide whole numbers fractions, and decimals.	7.1 Given 12 problems, one operation in each category, the student will compute each correctly.
8. The student will make correct change.	8.1 Given 3 problems involving purchases, the student will indicate the correct change in the least possible number of bills and coins.
9. The student will compute a correct checkbook balance.	9.1 Given 1 problem that includes a beginning balance and four checks, the student will compute each balance.
10. The student will tell time from a clock face to the nearest 5 minutes.	10.1 Given 4 clock faces, the student will indicate the correct time on each to the nearest 5 minutes.
11. The student will find the perimeter of three-, four-and five-aided figures.	11.1 Given 3 drawings including three-, four-, and five-aided figures, the student will find the perimeter of each.
12. The student will find the percent of whole numbers.	12.1 Given 6 problems concerning percents of whole numbers, the student will compute each correctly.
13. The student will use common linear measuring devices.	13.1 Given a yard stick and 2 pre-drawn segments, the student will find the length of each in inches.
	13.2 Given a meter stick and 2 pre-drawn segments, the student will find the length of each in centimeters.
14. The student will estimate and choose the better buy.	14.1 Given 4 problems involving price comparisons, the student will choose the better buy.

Competency	Performance Objective
15. The student will know the basic requirements for maintaining the wellbeing of plants and animals.	15.1 Given the [illegible] plants and animals, the student will identify the 4 most important requirements for maintaining the well being of each.
16. The student will know that an individual action may effect the future of life on the earth.	16.1 Given 3 pairs of examples of individual actions, the student will select those that would have the more favorable effect on future life.
17. The student will identify the 3 states of matter and know that energy is involved in the changing of the states of matter.	17.1 Given properties of the 3 states of matter, the student will identify as liquid, solid, or gas.
	17.2 Given 4 examples of different changes in states of matter, the student will indicate whether energy is released or absorbed.
18. The student will make measurements, conversions, and calculations in the metric system.	18.1 Given 3 problems involving the conversion of units within the metric system, the student will determine indicate units.
	18.2 Given a beam balance and 2 different masses, the student will determine the mass of each.
	18.3 Given a rectangle of unknown dimensions, the student will measure to the nearest 1/10 of a centimeter and find the area.
	18.4 Given 2 quantities of liquid and 2 different graduated cylinders the student will determine the metric volume of each.
	18.5 Given a Celsius thermometer, the student will indicate the boiling and freezing points of water, and determine the temperature of the air.
19. The student will be able to identify renewable and nonrenewable resources.	19.1 Given a list of 6 resources, the student will indicate those that are renewable.
20. The student will identify common inherited traits.	20.1 Given a list of 8 human traits, the student will select those which are inherited.

Science (continued)

Competency	Performance Indicator
21. The student will have a basic knowledge of the atomic properties of matter.	21.1 Given 8 statements concerning the atomic properties of matter, the student will select the following basic concepts: 1. all matter is made up of atoms 2. there are different types of atoms 3. each different element is made up of different types of atoms 4. different combinations of atoms make different substances

Health and Physical Education

Competency	Performance Indicator
22. The student will demonstrate procedures to be followed in the event of an emergency.	22.1 Given a simulated situation where breathing has stopped, the student will demonstrate the proper techniques of administering artificial respiration. OR Given a written test, the student will list in correct sequence the procedure for administering artificial respiration.
	22.2 Given a simulated situation where there is serious bleeding, the student will demonstrate the proper steps to control bleeding through direct pressure, pressure points, and use of tourniquet. OR Given a written test, the student will identify the correct sequence and procedure to control serious bleeding through direct pressure, pressure points, and use of a tourniquet.
23. The student will productively participate in group activities.	23.1 Given in-class group situations, the student will demonstrate his ability to contribute to the efficient functioning of the group as a leader or follower. OR Given club, committee, team or other organized group, the student will demonstrate his ability to contribute to the efficient functioning of the group as a leader or follower.
24. The student will demonstrate knowledge of the components in a balanced diet and activities that develop total body fitness, and how these contribute to the efficient functioning of the person.	24.1 The student will list the four basic food groups and give 3 examples of foods in each of these groups.
	24.2 Given a list of physical activities, the student will choose activities that involve total body exercise.
25. The student will demonstrate knowledge of communicable and non-communicable diseases and where to get medical attention for these diseases.	25.1 Given a list of common diseases, the student will indicate those that are communicable and non-communicable.
	25.2 The student will list 2 sources of medical attention for common diseases.

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Health and Physical Education (continued)

Competency	Performance Indicator
26. The student will demonstrate knowledge of possible effects of abuse of drugs (such as tobacco, alcohol, and narrotics)	26.1 Given a list of commonly used drugs and a list of symptoms of abuse, the student will correctly match the two.
27. The student will develop an awareness of individual interests in leisure time physical activities through participation in individual and team activities.	27.1 Given in-class, extra-mural, and intra-mural leisure time activities, the student will participate in 2 individual and 2 team activities.

ocial Science

Competency	Performance Indicator
28. The student will know 4 job titles in county/city government and the 3 functions of county/city governments.	28.1 The student will list any 4 positions in county/city government. 28.2 The student will list the 3 functions of county/city government: laws and ordinances, services, taxes.
29. The student will possess a social security card.	29.1 The student will show his/her social security card to the instructor.
30. The student will be able to complete short forms of State and Federal Income Tax.	30.1 Given short forms of State and Federal income tax the students will correctly complete forms.
31. The student will have the knowledge necessary to register to vote.	31.1 Given a voter registration form the student will correctly complete.
32. The student will demonstrate knowledge of services provided through taxes.	32.1 The student will list 5 services provided through payment of taxes.
33. The student will obtain an Oregon drivers permit.	33.1 The student will show his/her drivers permit to the instructor.
34. The student will identify the basic principles of supply and demand.	34.1 Given 5 problems concerning supply and demand the student will indicate correct outcome.
35. The student will recognize the concept of profit.	35.1 Given 6 examples of a manufacturing of a product the student will indicate those showing a profit.

Career Education

Competency	Performance Indicator
36. The student will know safety procedures in common situations.	36.1 Given the headings 'home' and 2 job headings of their choice, the student will list 3 safety practices for each.
37. The student will be able to list important job attitudes.	37.1 Given the headings "positive job attitudes" and "negative job attitudes" the student will list 5 attitudes under each.
38. The student will identify reasons for and outcomes of on-the-job punctuality and attendance.	38.1 Given the topics punctuality and attendance, the student will indicate the employer's reason for requiring punctuality and attendance, and list 2 possible outcomes for each if the requirements are not met.
39. The student will demonstrate correct job application procedures.	39.1 The student will complete a job application form correctly and legibly.
	39.2 The student will list two resources for finding a job (i.e. private and public employment agencies, want ads, etc.)
	39.3 In a simulated interview setting the student will appear on time, dressed appropriately, and state facts concerning his qualifications for the job which would benefit his chances of being hired.
40. The students will identify career fields (related to his abilities, interests and skills), and sources of training available for those career fields.	40.1 Each student will list 3 occupations to which his abilities, interests and aptitudes are relevant.
	40.2 Each student will identify sources for securing basic training for each listed occupation.

Title:

Parent Survey

Activity

5

Competency:

#4 Parental Involvement

Related Competencies:

Level:

JHS,HS

Instructional Goal:

Students will gain information on parent occupations.
Parents will become involved in school activities.

Number of People:

Total class

Time:

One class

Materials/Resources:

Parent Survey Sheet.

Procedures:

1. Distribute "Parent Survey" sheets to students, instructing them to ask their parents to complete the forms. Students are to return the sheets by a specific date.
2. When the survey sheets are returned, discuss them in class.
3. If parents express interest in coming to class, contact them, discuss the purposes of the visit, and schedule them.

Adapted by: Project Staff

Competency IV, Activity 5

SAMPLE

PARENT SURVEY

Dear Parent,

Your child is studying various occupations in this _____class and we would appreciate your assistance by answering the following questions concerning your career. You may leave your name off if you prefer.

What is your occupation? _____

What are your specific duties?_____

What influenced you to go into this occupation?_____

What experience and training have you had for this occupation?_____

What hobbies or leisure time activities interest you?_____

Related to job: _____

Not related to job? _____

What other occupation are you qualified to do if you should need to change jobs?

_____

Would you be willing to come to class to discuss your job and career with us?

_____

Thank you for your cooperation.

Title:

Parental Expectations

Activity 6

Competency:

#4 Parental Involvement

Related Competencies:

Level:

JHS, HS, PHS

Instructional Goal:

Students will assess their own perceptions of parents' expectations for students' educational and occupational goals.

Number of People:

Any

Time:

Two class sessions

Materials/Resources:

Expectation Rating Sheets

Procedures:

1. Ask students to write an essay (or complete Questionnaire I) entitled, "What I feel my parents expect of me," in which they outline how they think their parents feel about their future educational and occupational choices.

2. Ask students to write a second essay (or complete Questionnaire II) about their own expectations of themselves, taking into account what they know about their own values, interests, abilities, etc.

3. Have students ask their parents what their expectations are of the student and write a short essay based on this interview. (or complete Questionnaire III).

4. Compare the three essays or questionnaires.

Options: Student may not want to air expectation results.

1. Give students the option of sharing the comparison with ther parents.

2. Have students role-play their sharing of their aspirations with their parents.

Adapted by: Project Staff

QUESTIONNAIRE I

1. What are three jobs that you think your parents would like you to have?

2. What three things do you think your parents consider most important in a job?

3. What do you think your parents feel should be most important to you in a job?

4. What are three other occupations you think your parents would like to have?

QUESTIONNAIRE II

1. List three jobs you would like to have.

2. List three things about each job that you consider important factors.

3. What do you think should be most important to your parents in a job?

4. What are three other occupations you would like your parents to have?

QUESTIONNAIRE III

Process: Have students ask parents these questions:

1. What three jobs would you like me to have?

2. What three things do you consider most important in a job? (rank order)

3. What do you think should be most important to me in my job?

4. What are three other occupations you would like to have?

Have students bring questionnaires back to school compare with partners, and then have a group discussion at the end for anyone who wants to share what he/she learned.